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## Effect of Five Big Personality Traits on Job Burnout among Special Education Employees

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[hummeramalik21@gmail.com](mailto:hummeramalik21@gmail.com)**ARTICLE DETAILS****History***Revised format: May 2017**Available Online: June 2017***Keywords**

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**JEL Classification:***P36, P39, E24***ABSTRACT**

**Purpose:** The purpose of study was to explore the effect of five big personality traits on job burnout among special education employees in Multan division. 193 employees in which 95 female and 98 male were selected from 32 schools and centers of special education by using convenient sampling method with age range of 24-60 years. Five big personality inventory developed by Fincham and Rhodes (1991), was used to measure personality traits and Maslach burnout inventory (1986) was also used to measure burnout level. Analysis revealed that personality factors leads towards burnout significantly. Five big personality traits are seen at moderate levels independently but burnout shows highly significant level among employees especially in women and contract employees because of not defined task, pay and future programme. Employees scores indicate high level in reduce accomplishment, emotional exhaustion and then depersonalization in sequence. Personality traits for example neuroticism and conscientiousness significantly lead towards burnout because they have to face different critical situations in their institutes than general. But an interesting finding is that females are more extrovert, agreeable, openness to experience and conscientiousness than male employees. Job status and responsibilities are strongly related to burnout experience.

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**1. Introduction**

Personality is an exclusive combination of emotions, thoughts and behavioral pattern that move a person to reacts in some situation and interact with others. According to All port in 1936, the man outstanding characteristic is 'Individuality'. Nobody just like him and will be again (Berger, 1990). The 'TRAIT' indicates the common style of experience and action (Pervin, et al. 2005). A trait is an aspect of personality used to categorize people according to the degree by which they express common characteristics. In 1936 All port described two major approaches to explain traits: -*Nomothetic* approach which means common traits (e.g. anxiety, self-esteem). Second, *Idiographic* approach that indicate the unique combination of traits related to an individual. The major models or approaches in "TRAIT" (Dispositional) perspective are classical psychoanalytical by Freud, analytical approach by Jung, social psychological model by Adler, Erich

fromn, Karen Horney and Sullivan, Erickson contemporary psychoanalytical model, Murray's personology, All port's individual genetic model, Cattell's factor analysis trait model, Eysenck's biological trait model are very important .New researches explain the personality in the combination of "BIG FIVE" personality model or factors. Robert McCrae and Paul Costa promoted this model by conceptualizing Murray, psychoanalytical theory. Francis Galton was the first to introduced Lexical Hypothesis that presents the individual's social personality differences in term of language. All port & Odbert selected 17,953 personality describing words from English dictionary & reduce them in 4,504 adjectives which they supposed were permanent traits. In 1940's Cattell reduced them in 171 & introduce 35 major group of personality traits or 'personality sphere' .Then after sometimes, summarized it on the basis of factor analysis and presented 16PF (Cattell and Mead, 2007). In 1950 Ernest Tupes & Raymond Cristal worked on five big model firstly at U.S Air Force Personal Laboratory. In 1993, Digman introduced his five factor model of personality and Goldman organized it. This model is also known as "Global Factor" of personality (Costa and McCrae, 1992). In this way "The Big Five Personality Traits" describe human personality according to five big domains or factors ; *openness, extroversion; agreeableness, neuroticism & conscientiousness* .These are collectively called as OCEAN, NEOAC/ CANOE. Cluster of correlation on specific traits is found; extroversion linked to qualities of sociability, confidence, pleasure seeking, warmness, and activity & positive emotions. (Matthews, et al. 2003). Due to length of sentence short form has been developed and validated in 40 items questionnaire. It was balanced as International English Big Five–Mini–Marker or a very brief 10 item's measure of five areas (Pervin, et al. 2005). Burnout is defined as an extreme stress reaction to one's occupational professional in his environment. The main characteristic are exhaustion, lack of interest & drive, frustration, negative emotion, pessimistic behavior and as a result can reduce professional efficiency within the work place .So burnout is a condition of emotional, mental and physical exhaustion caused by sever and longtime stress. In the emotional strategy exhaustion leads to the draining of sensitive properties from which pessimism stem increases. Pessimism refers to the attitude away from work that reduces professional efficiency and increase dissatisfaction with past / present expectations. Burnout level seems to increase as the intensity of the job experienced & the demand on the worker increase.

Education involves human relationship and human interaction. Teacher & student is dynamic individual who create their environment through learning. Learning depends upon human maturation, motivation and understanding of individual differences.

## 2. Literature Review

### 2.1 Personality Traits & Education

In 2007, Pawlik-Kienlen also found that people who are open to experience love and enjoy exploration and are intuitive, artistic but not afraid of taking risk. Appreciation for art, emotion, exploration, uncommon ideas & interest are their main characteristics. It can also describe the level of personality by which a person become creative or independent and personal prefer for a variety of activities over a severe daily life. The interpretation of this factor seem to be difficult because sometimes it is called "intellect" rather than openness to experience. Pawlik-Kienlen also stated that, **conscientiousness** individuals are organized, disciplined, dedicated and loyal, especially at work. So it shows the quality of care and the quality of acting according to the dictates of one conscience (Pawlik-Kienlen, 2007). Extrovert traits show the turning of psychic energy towards the world (De Read, 2000). .In factor analysis, agreeableness is considered to be a super ordinate trait that indicates the cluster group of specific personality (Jakobwits & Egan, 2006). Neuroticism type people show the tendency to experience unpleasant emotion easily, for example rage, worry, depression and weakness. It also refers to the degree of emotional strength, self- control and emotional stability. High score indicate emotional stability, worry and irritability. (Pawlik-Kienlen, 2007)

### 2.2 Burnout & Education

Researches indicate that, supportive interaction with peers have decreased burnout levels. Born to

burnout: A meta-analytic path model of personality, job burnout and work outcome'' was done by Swider & Zimmerman. They suggest that job burnout partly helped to make relationships between five factors personality traits, turnover and job performance while completely facilitating relationships with absenteeism (Swider & Zimmerman, 2010). Burnout happens in all kinds of profession ranging from health care to teaching (Bakker and Demerouti, 2007) to fire-fighting (Halbesleben and Bowler, 2007) to front line service (Mulki, 2006). It is not only a severe consequence itself but also a result in exhaustion of persons, respected physical, expressive and intellectual resources (Halbesleben and bowler, 2007). It is very important for the employee's wellbeing, so since 1980s, has become an important issue in psychology. Numerous theoretical models and measurement tools have developed in the literature (Shirom, 2003)

### 2.3 Special Education

Teacher's personality, characteristics, expression of language, movement, physical and facial expression, emotion, tone of voice can determined the nature and pattern of teaching. Chan investigate the impact of personality type of teacher on effective learning & analyzed that a high degree of extrovert teachers are very effective in classroom environment (Chan, 2001). Teachers and students are basic components in general education, but this relationship become more crucial in '' *Special Education* ''. In special education centers / school, they have to face more individual differences and emotional problems. They have to deal with special children such as mentally retarded, physically handicap, and children with hearing / visual impairment. Teachers find more demand of being a professional educator in schools. They can have serious consequence for health and happiness. They interact with students, families and professionals on a daily basis. Teacher's burnout is considered as a perceiving of an imbalance between demand at school and the resources that teachers try to manage by themselves (Troman and Woods, 2001). Teachers face burnout for examples: nervousness and hindrance, weak performance, cracked social relationship at work and home (Kyriacou, 2001). In October 2013, an article was printed on ''Reducing teacher burnout: A socio-contextual approach which confirm that teacher can learn the kind of methods & style that can to reduce burnout and shape a healthier working environment (Pietarinen, et al. 2013).

## 3. Methods

### 3.1 Rational of Study

Organizational behavior is a product of 19<sup>th</sup> century. The main focus of study is to discover the effect of big five personality traits on job burnout among special education employees. In special education, teachers have to face more individual differences and emotional problems than general education. Although, many considerable amount of researches have been done in the field of different organization on the assessment of personality traits and burnout. Still many areas need to be touch according to different aspects, especially special education institutes. In Pakistan, not a single study has been explored on big five personality traits and assessment of burnout level collectively. If someone has done work in this field, even then, there is no evidence of the existence of any work on the relationship of big five personality traits and burnout levels in special education.

To identify the effect of big five personality type on burnout level among special education employees, purposive sampling technique is used on the basis of their special characteristics.

### 3.2 Objective.

1. To identify the effect of personality traits on burnout i.e. emotional exhaustion, depersonalization and personal accomplishment.
2. To explore the different types of personality traits among special education employees.
3. To check the different levels of burnout among special education employees.
4. To suggest recommendations for guideline to special education authorities regarding counselling.

### 3.3 Hypothesis.

1. The big five personality traits lead to job burnout among special education employees.

2. There is a significant difference in score of big five personality traits among special education employees.
3. There is a major difference in score of burnout among special education employees.
4. Male employees are more extrovert, agreeable & openness to experience than women employees
5. Special education employees experienced high burnout in their institutes especially female employees.
6. Contract employees have high level of burnout than regular employees.
7. Job status and responsibilities are strongly related to burnout experience

### 3.4 Operational Definition

**3.4.1 Five Big Personality Traits** .The big five factors are openness, conscientiousness, extroversion, agreeableness and neuroticism ((Digman, 1990).).The big five traits are collectively a nomenclature of personality traits that is a frame work for understanding which trait drive together ((Srivastava, 2006).).Each of big five personality traits refers to correlated but in two separate aspects that reflect to a level of personality traits. They are labeled as unpredictability for neuroticism; assertiveness for extroversion; openness for intellect' seriousness for conscientiousness and politeness for agreeableness

**Burnout.** Burnout in professional way means an excessive stressful reaction to one's occupational organization. It is demonstrated by feeling of physical and emotional exhaustion coupled with a sense of frustration ((Maslach and Jackson, 1986).).Three dimensional approach e.g. emotional exhaustion; depersonalization and personal accomplishment were used for assessment and diagnosis purpose.

## 4.Method

### 4.1 Participant

The sample consists of N=193 out of 234 registered employees from 32 schools and centers in which 95 are male and 98 female. Employees have been taken from different government special education institutes of Multan divisions within age range of 24-60. Mean age of males is=34, mean age of female is 26, SD=69.12 which showed their willingness to participate in the study. Purposive convenience sampling method was used to select the participant.

### 4.2 Five Big Personality Traits

During 1999, this inventory was used to analyses the traits of personality in employees. It gathered information about five magnitudes of personality i.e. Extraversion, Neuroticism, openness to experience, Agreeableness and Conscientiousness. In this way, it measured and associated SIXTY adjective with FIVE preference points (Finchan and Rhodes,1999).Deeply disagree=4 , Disagree=3 , Neutral=2 , Agree=1 and Deeply agree = 0 for items no 1,8,9,12,14,15,16,24,27,29,30,31,38, 39, 42,44,45,46,48,54,55,57,59. Resting items were scored in reverse way from 0-4. Intensely disagree = 0 , Disagree = 1, Neutral = 2 , Agree = 3 , Intensely agree = 4. Scoring range of minimum = 0 & maximum = 48.12. Then all adjectives were collected by adding numerical values separately. Item no 2, 7, 12, 17, 22,27,32,37,42,47,52 &57 were added for taking the score of extroversion. Score of item no 1, 6, 11,21, 26,31, 36,41, 46,51& 56 for neuroticism ; Raw score of item no 3,8,13,18,23,28,33,38,43,48,53 &58 were added for openness to experience ; Item no 4,9,14,19,24,29,34,39,44,49,54 & 59 agreeableness and for Conscientiousness these item were added separately 5, 10,15,20,25,30,35,40,45,50,55 & 60.

Numerical value about 31 and more indicate the high score for extroversion, average score range is 25-30 and low score falls between 0-24. Great score for neuroticism is 25 and more, score among 5-24 indicate average score, and 10-14 is a low score range. 30 and more is a Great score for openness to experience, average score range is between 25-29 and low score falls under the group of 0-24. Extreme level for the raw score on agreeableness 36 and more, middling score lies between 30-35 and low score falls between 0-29. Extreme raw numerical value for conscientiousness is 40 and more, average is 31-39 and low score fall between 0-30.

### 4.3 Burnout

In 1986, it was used to assess the burnout level. It contains of three dimensional description; emotional exhaustion, depersonalization and personal accomplishment. Three dimension are measured on 6 preferences, never=0, A little times in a year or less=1, once in a month or less=2, A little time a month=3, once a week=4, A little time a week=5, Everyday= 6. Numerical value of item no 1,2,3,6,8,13,14,16 &20 were added for emotional exhaustion , numerical values of 5,10, 11,15 &22 for depersonalization & numerical values for item no 4, 7,9,12,17,18,19 &21 were added to assess reduced personal accomplishment.

High level of emotional exhaustion stands for 30 & above, average levels lies between 18-29 and low levels falls 17-0. High level of depersonalization stands for 12 and above, average 6-12 and low lies 5-0. High level of reduce personal accomplishment lies between 30-0 , moderate level between 34-39 , low level lies 40 and above.

Internal consistency (cornbach's alpha) =0.71  $\rightarrow$  0.90. Test retest reliability with 2-4 week interval = 0.60-0.80. Sub scale alpha level individually is 0.88 for emotional exhaustion, 0.81 for personal accomplishment & 0.74 for depersonalization. Validity is also given with peer & family rating, job & personal adjustment ((Maslach and Jackson, 1986).

### 4.4 Procedure

This research focused on the assessment for effect of big five personality traits & burnout among special education employees. The demographic sheet and two scales were administered on sample of 193 male and female employees of special education schools and centers in Multan division. That sheet consists of name, age gender, education marital status, post, scale and job tenure. They were individually approach at their work place and were assure that information would be kept confidential & will be used only for statistical enumeration. General instruction regarding to the purpose and time task required were given to the respondents. They were insured to full the demographic sheet first, then to go through the instruction provided before each scale and then start responding. They were also requested and insured to send back Performa's completely at given time. 193 complete Performa's were received out of 234 registered employees. So the turnover was 82.48%. The people who filled questionnaire were capable to understand English properly. The statistical analysis was done with the help of SPSS, 16thVR on the basis of hypothesis & informed consent.

## 5. Results

**Table 1:** Regression Analysis (Coefficient) Showing that Big Five Personality Traits leads to job burnout. (N=193)

| Predictors             | B      | Std. Errors | t      | p       |
|------------------------|--------|-------------|--------|---------|
| (Constant)             | -4.864 | 3.706       | -1.313 | .191    |
| Extroversion           | 1.008  | .048        | 11.291 | .000*** |
| Neuroticism            | 1.033  | .058        | 17.944 | .000*** |
| Openness to Experience | 1.028  | .083        | 12.374 | .000*** |
| Agreeableness          | 1.025  | .078        | 13.101 | .000*** |
| Conscientiousness      | 1.048  | .063        | 16.554 | .000*** |

Note R=.956;  $R^2=.914$ ; Adjusted  $R^2=.911$  ;(F(331.401)  $p<=0.01$ ) Std. Error of Estimation= 3.914; Dependent variable= total score  $P^*<=0.05$ ,  $p^{***}<= 0.01$

Results show that big five personality traits lead to job burnout significantly. P value of each trait shows the effect of big five personality traits on burnout.

**Table 2:** One way analysis of variance (anova) for the score of big five personality traits among special education employees.

| Source of Variation | SS        | df  | MS      | f     | p       |
|---------------------|-----------|-----|---------|-------|---------|
| Regression          | 1229.427  | 5   | 245.894 | 1.392 | 0.229   |
| Residual            | 33215.914 | 188 | 176.680 |       |         |
| Total               | 34445.387 | 193 |         |       | P*>0.05 |

The ANOVA on the score of big five personality traits indicates the p-value is 0.229 which indicates that there is no significant difference in score of big five personality traits.

**Table 3:** One way analysis of variance (Anova ) showing the significant difference in score of jobburnout among special education employees (N=193)

| Source of Variation | SS         | df    | MS      | f      | p        |
|---------------------|------------|-------|---------|--------|----------|
| Regression          | 30453.60   | 6     | 5075.60 | 331.41 | 0.000*** |
| Residual            | 2864.02187 | 15.36 |         |        |          |
| Total               | 33317.62   | 193   |         |        |          |

p\*\*\*<0.01

The ANOVA score on burn out among special education employees show that the p-value is 0.000 which indicates that there is highly significant difference in score of burn out among special education employees.

**Table 4:** Difference among Big Five Personality Traits According to Gender (N=193)

| Scale Variable         | Group | M     | Sd    | t     | p      |
|------------------------|-------|-------|-------|-------|--------|
| Extroversion           | 1     | 27.58 | 6.610 | 3.109 | 0.001* |
|                        | 2     | 30.70 | 5.400 |       |        |
| Neuroticism            | 1     | 17.95 | 5.856 | 0.171 | 0.432  |
|                        | 2     | 17.78 | 5.580 |       |        |
| Openness to experience | 1     | 26.85 | 4.117 | 3.429 | 0.000* |
|                        | 2     | 29.17 | 3.729 |       |        |
| Agreeableness          | 1     | 25.28 | 4.574 | 1.56  | 0.06   |
|                        | 2     | 26.40 | 3.935 |       |        |
| Conscientiousness      | 1     | 32.15 | 7.163 | 3.027 | 0.001* |
|                        | 2     | 35.23 | 5.317 |       |        |

p\*<0.05, 1(male) and 2( female)

According to the table extroversion, openness to experience and conscientiousness are showing significant value. Mean value indicates that these variables are significantly high in female also. Agreeableness and neuroticism are not found significantly and mean value shows that in neuroticism score is about equal but conscientiousness is high in women then male employees.

**Table 5:** Difference among Burnout levels According to Gender (N=193)

| Scale Variable        | Group | M     | Sd     | t     | p      |
|-----------------------|-------|-------|--------|-------|--------|
| Emotional             | 1     | 18.23 | 8.176  | 0.594 | 0.27   |
| Exhaustion            | 2     | 17.37 | 8.092  |       |        |
| Depersonalization     | 1     | 9.88  | 4.220  | 0.697 | 0.245  |
|                       | 2     | 9.20  | 5.716  |       |        |
| Reduce Accomplishment | 1     | 32.08 | 11.004 | 2.431 | 0.000* |
|                       | 2     | 36.00 | 8.544  |       |        |

p\*<0.05, 1(male) and 2 ( female)

According to gender wise analysis , one variable of burnout ( reduce accomplishment) is showing significant between male and female scores that indicates high level of reduce accomplishment level in female than male employees.

**Table 6:** Contract and Regular employees' comparison on Big Five Personality Traits in Special

## Education institutes.

| Scale variable    | Group | M     | Sd     | t     | p      |
|-------------------|-------|-------|--------|-------|--------|
| Extroversion      | 1     | 30.11 | 5.763  | 0.135 | 0.446  |
|                   | 2     | 30.00 | 5.853  |       |        |
| Neuroticism       | 1     | 18.05 | 5.0100 | 5.591 | 0.278  |
|                   | 2     | 17.57 | 6.203  |       |        |
| Openness to       | 1     | 28.15 | 3.631  | 1.946 | 0.002* |
| Experience        | 2     | 29.24 | 4.134  |       |        |
| Agreeableness     | 1     | 25.70 | 3.494  | 1     | .611   |
|                   | 2     | 26.65 | 4.586  |       |        |
| Conscientiousness | 1     | 33.82 | 5.573  | 1     | .1889  |
|                   | 2     | 35.40 | 6.065  |       |        |

P\* < 0.05, Contract (1), Regular (2)

Results indicates that regular employees are more openness to experience, agreeableness and conscientiousness than contract employees

**Table 7:** Contract and Regular employee's comparison on Burnout score in Special Education *institutes*.

| Scale variable    | Group | M     | Sd    | t     | p       |
|-------------------|-------|-------|-------|-------|---------|
| Emotional         | 1     | 18.80 | 8.163 | 2.193 | 0.001** |
| Exhaustion        | 2     | 16.27 | 7.864 |       |         |
| Depersonalization | 1     | 9.85  | 5.298 | 1.314 | 0.095   |
|                   | 2     | 8.82  | 5.557 |       |         |
| Reduce            | 1     | 35.01 | 8.78  | 0.275 | 0.392   |
| Accomplishment    | 2     | 35.38 | 9.678 |       |         |

P\*\* < 0.05, Contract (1), Regular (2)

At burnout aspects mean value indicates that contract employees are more emotional exhaustion than regular employees. Other variables are not showing significant results.

**Table 8:** Burnout analysis according to post wise among principals, psychologists, social workers, teachers & instructors.

| ScaleVariable        | Group | M     | Sd    | t     | p      |
|----------------------|-------|-------|-------|-------|--------|
| Emotional Exhaustion | 1     | 15.62 | 8.264 | 1.746 | 0.000* |
| Depersonalization    | 1     | 9.49  | 5.776 | 0.027 | 0.489  |
| Reduced              | 1     | 36.23 | 8.746 | 0.958 | 0.169  |
| Accomplishment       | 2     | 34.64 | 9.348 |       |        |

P\* < 0.05 Principles, psychologists and social workers= (Group 2), teachers and instructors= (Group 1)

Mean value in this table indicates that principles, psychologists and social workers felt more exhaustion than teachers and instructors but in contrast teachers and instructors burnout level is high in reduce accomplishment.

## 5. Discussion

First hypothesis of this research is that big five personality traits lead to job burnout among special education employees. The result shows that neuroticism leads to burnout more significantly. After that conscientiousness, agreeableness, openness to experience and at the end extroversion leads towards burnout significantly one by one. Chan concluded that impact of personality type of teacher on effective learning .He analyzed that a high degree of extrovert teachers are very effective in classroom environment (Chan, 2001). Personality and occupational stressors were linked with burnout. Neuroticism was communal interpreter of burnout (Kokkinos,2007).

Second hypothesis indicate that, there is a significant difference in score of big five traits among special education employees. From the table we can see that the p-value is 0.229 which indicates that there is no

significant difference in score of big five personality traits. Pietarinen, Pyhaito, Soini and Salmela concluded by the research that teachers can learn the kind of strategies that allow them to reduce burnout and construct a better working environment. (Pietarinen, et al. 2013). Another research showed that teacher's personality traits played an important role on early childhood care and education in school (Rijeka and Croatia, 2012).

Third hypothesis proposed that, there is a significant difference in score of burnout among special education employees. Results indicate that there is highly significant difference in score of burnout among special education employees because they have to deal with different types of special children at a time. They have to deal with them and their parent more politely, generously and lovingly than others. According to Tracy burnout is general wearing out or disaffection from the pressures of work (Tracy, 2000). Teacher's burnout can be realized as a perception of an unevenness between demand at school and the resources that they must manage with themselves (Estevez, 2000). Teachers can face the symptoms of burnout for example: anxiety and frustration, weak performance, destroy interpersonal relationship at work and home (Kyriacou, 2001).

Fourth hypothesis is that male employees are more extrovert, agreeable and openness to experience than female employees. Mean value indicates that female are more extrovert, agreeable, openness to experience and conscientiousness than male employees. So this hypothesis is rejected. A survey report also suggests that female are more inhibited to make decision on how they make impression on other. On the other hand males follow distinct approach and are more self-centered. Moral range of both individuals modify with age. Some develop less obedience but more develop reasoned behavior, until they reach a top of rational and ethical control. At work man have to nurture up, put their ego one side & show humbleness and empathy (Hannah, 2012).

Fifth hypothesis is that special education employees experienced high burnout in their institutes' especially female employees. Result indicates that female employees experienced high depersonalization and reduce accomplishment aspects of burnout than male employees. Antoniou, Polychroni, Vlachakis investigated "Gender and age difference in occupational stress and professional burnout between primary and high school teachers in Greece" by using Maslach Burnout Inventory. Result indicated high level of burnout among female and young teacher who interact with students and colleagues, feel overload, student's progress & emotionally exhaust; while mature teachers experienced great level of burnout in term of support of government (Antoniou, et al. 2006).

Sixth hypothesis is that contract employees have high level of burnout than regular employees. This hypothesis is proved because contract employees experienced less social support, role ambiguity and financial conflicts. According to Dworkin role conflicts and role ambiguity also related to burnout significantly (Dworkin, 1986). A sense of physical and mental exhaustion happens by one's belief that expectation for teacher are always in change (Bullough and Baughman, 1997).

Seventh hypothesis is that job status and responsibilities are strongly related to burnout experience. Result showed that principal, psychologists and social workers felt more burnout than teachers and instructors. Amarjit, Gill, Flashner and Mickey suggest that perceived burnout is related to degree of perceived stress. Degree of stress is related to type of leadership (Amarjit, et al. 2006).

## **5.1 Conclusion**

Basic aim of the study was to explore the effect of five big personality traits on job burnout among special education employees. Analysis indicated that different personality traits have been effected by burnout aspects. Personality traits significantly lead towards burnout because they have to face different situations in their institutes than general. But personality traits show no difference among special education employees. In the meantime burnout level is significantly high in women and they experienced high depersonalization and reduce accomplishment than male employees. An interesting finding is those



females are more extrovert, agreeable, openness to experience and conscientiousness than male employees in these institutions. Contract employees have high level of burnout than regular employees and it is because of because of not defined task , pay and future program. Job status and responsibilities are strongly related to burnout experience.

## 5.2 Limitation

Every research has certain limitations. For example;

1. As the sample was taken from only Multan division, so the results cannot be generalized to population.
2. Time for conducting this whole study is limited.
3. An important issue is that, people have less information about psychological aspects, so they don't bother it to give correct answers.
4. The sample was restricted according to the scales and filled by the educated people ,so restricted research.
5. There are still many psychological variables which can be studied .But only few were seen in this study.

## 5.3 Suggestion

1. To highlight the psychological and socio economic problems of employees.
2. In depth interview should be taken for the better understanding of phenomenon.
3. Private sector also helpful for in-depth understanding and comparison.
4. Non –gusseted staff should also be considering as sample.
5. In special education institutes, employees' assistance programme should be designed to control behaviour, guidance and counselling.
6. Social support should be given by the organization.
7. Employees should have enough time for discussion at week end for professional and personal experiences.

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